

# Horizon Nursery

Shaw Lane, Barnsley, S70 6EP



<b>Inspection date</b>	17 October 2016
Previous inspection date	3 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Improvements since the last inspection have been good. The management team is motivated, reflective and has a good capacity to continually improve the nursery. Staff demonstrate a strong commitment to ongoing professional development, leading to improvements in practice that heighten the outcomes for children.
- Partnership working with parents, professionals at other agencies and settings that contribute to children's learning and well-being, are highly successful. This ensures continuity of care and learning for all of the children.
- The well-qualified staff team provides a very good range of interesting activities and resources. This contributes towards children making their own choices in their play and helps them to make good progress.
- The effective key-person system supports children's emotional well-being as they join and move through the rooms in the nursery. Key staff gain detailed information about each child and their family, and use this to tailor the individual support and care that they provide. Children are secure and settled. They show warm attachments through their interactions with staff.
- Children's personal development and well-being are very effectively supported. Children behave very well and they demonstrate a real sense of belonging. They are confident, capable and thrive in the nursery.

### It is not yet outstanding because:

- Some staff do not use opportunities to help develop children's thinking skills. They ask children questions but provide the answer without giving children time to think and respond themselves.
- Children who learn better outdoors are not given enough opportunities to write for different purposes.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- use every opportunity to encourage children's thinking skills, giving children time to think and develop their response to questions
- provide children with a range of opportunities to write for different purposes outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and staff. The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of all adults working at the setting.
- The inspector took the views of parents into account.

### Inspector

Helene Terry

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate that they are confident to recognise signs and symptoms of abuse. They know how to report any concerns they may have about children in their care. Recruitment procedures are robust to ensure that staff are suitable to work with children. The manager monitors staff performance well and there are effective systems in place for the supervision of staff. Training programmes for staff are effectively aligned with children's needs, staff's interests and mandatory requirements. Staff's recent training in children's mathematical development has seen an improvement in children's achievements. The management team monitors all groups of children very well. This helps them identify gaps in children's learning, provide additional support and focus funding where it is most needed.

### Quality of teaching, learning and assessment is good

Staff effectively observe and assess children. They quickly identify areas for development and confidently use this information to plan stimulating activities that engage and motivate children to learn. Staff provide valuable support during activities and children welcome staff's interaction in their play. They are skilful at weaving mathematics into play and routine activities. Staff support children's communication and language skills very well. They talk with babies about what they are doing to help them link words to actions. Toddlers use simple sentences and staff add additional words. The most able pre-school children express their thoughts and ideas well during activities and talk confidently in social situations, such as at mealtimes and group times.

### Personal development, behaviour and welfare are good

Children learn how to be safe. Pre-school children take manageable risks as they play with the tools on the woodwork bench. Individual children also help staff check the outdoor play area for safety. In addition, they decide the appropriate clothing the children need to wear according to weather conditions. This enhances children's confidence in their own abilities and promotes self-esteem. Mealtimes are lovely social experiences where staff and children sit together and eat a nutritionally well-balanced meal. Children develop social skills and their understanding of a healthy lifestyle as they chat about their interests, home life and food that is good for them. They learn about the benefits of exercise as they feel their heartbeat after participating in active ring games.

### Outcomes for children are good

All children, including those in receipt of funded education, are developing good skills in readiness for school. Children are helped to be very independent in the setting. Children serve their own meals and clear their dishes away. Children develop good physical skills. They learn to control their large-muscle movements as they use their imaginations and move their bodies in different ways. Small-muscle movements are developing well as children use tweezers to pick up pieces of dried pasta and manipulate dough into various shapes and sizes.

## Setting details

<b>Unique reference number</b>	EY484518
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1052804
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	84
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Horizon Community College
<b>Registered person unique reference number</b>	RP910472
<b>Date of previous inspection</b>	3 May 2016
<b>Telephone number</b>	01226 207158

Horizon Nursery was registered in 2014. The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The manager holds early years teacher status and two other members of staff hold a degree in early years. The nursery opens Monday to Friday, 7.30am to 6pm all year round, except for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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